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| **Learning will include the development of the following knowledge, concepts and skills** | | **Possible learning outcomes in**  **science** |
| **Transdisciplinary theme**  **Who we are**  An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human.  **Central idea**  By developing healthy habits people maintain a physical balance in order to achieve well-being  **Key concepts**   * Form * Reflection * Responsibility   **Related concepts**   * Habit * Well-being * Balance   **Lines of inquiry**   * What habits are. * The consequences of healthy habits * Healthy habits for young childen. | **Science strand(s)**  Living things  **Science skills**  a. Use a variety of instruments to measure data accurately. | **The student will be able to:**   * Identify the aspects of body care * Establish relationships between the five senses and their functions * Describe and classify objects according to characteristics that people perceive with the five senses |

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| **Learning will include the development of the following knowledge, concepts and skills** | | **Possible learning outcomes in**  **science** |
| **Transdisciplinary theme**  **Where we are in place and time**  An inquiry into orientation  in place and time; personal  histories; homes and journeys;  the discoveries, explorations  and migrations of humankind;  the relationships between  and the interconnectedness  of individuals and civilizations,  from local and global perspectives.  **Central idea**  Human beings observe evidence in nature and se established codes to orientate themselves in place and time.  **Key concepts**   * Connection * Perspective * Form   **Related concepts**   * Orientation * Location * Code     **Lines of inquiry**   * natural evidence that people use to orientate themselves in time and place. * The school codes that help us orientate ourselves in place and time. | **Science strand(s)**  Earth and space  Living things  **Science skills**  a. Observe carefully in order to gather data  b. Use a variety of  instruments and tools to  measure data accurately | **The student will be able to:**   * Identify natural people use to orientate. |

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| **Learning will include the development of the following knowledge, concepts and skills** | | **Possible learning outcomes in**  **science** |
| **Transdisciplinary theme**  **How we express ourselves**  An inquiry into the ways in  which we discover and express  ideas, feelings, nature, culture,  beliefs and values; the ways in  which we reflect on, extend  and enjoy our creativity; our appreciation of the aesthetic.  **Central idea**  Through the language of the arts, people find a variety of ways to express themselves, enriching and enhancing their talents  **Key concepts**   * Function * Form   **Related concepts**     * Language * The arts   **Lines of inquiry**   * how technology brings more possibilities to express ourselves. * the language of the arts and how it develops our talents. | **Science strand(s)**  Forces and energy  **Science skills**  a. Observe carefully in order to gather data  d. Identify or generate a  question or problem to be  explored  f. Make and test predictions | **The student will be able to:**   * Identify different technological tools that help people express themselves      * Classify and compare objects according to their use * Identify apparatus used today that were not used in the past |

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| **Learning will include the development of the following knowledge, concepts and skills** | | **Possible learning outcomes in**  **science** |
| **Transdisciplinary theme**  **How the world works**  An inquiry into the natural world  and its laws; the interaction  between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.  **Central idea**  Living things adapt to their enviroment in order to survive therefore preserving their species  **Key concepts**   * Form * Causation * Connection * Function   **Related concepts**   * Living things * Survival * Adaptation * Habitat   **Lines of inquiry**   * different kinds of adaptations living things have and how they help them adjust to their enviroment. * what living things need to preserve their species.      * what strategies living things apply in order to survive. | **Science strand(s)**  Living Things  **Science skills**  a. Observe carefully in order to gather data  b. Use a variety of  instruments and tools to  measure data accurately  d. Identify or generate a  question or problem to be  explored  h. Consider scientific  models and applications  of these models  (including their  limitations) | **The student will be able to:**   * Match the living things with the corresponding adaptation * Identify the living thing with its habitat * Draw what living things need |
| **Learning will include the development of the following knowledge, concepts and skills** | | **Possible learning outcomes in**  **science** |
| **Transdisciplinary theme**  **How we organize ourselves**  An inquiry into the interconnectedness of human-made systems and communities; the instruction and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.  **Central idea**  A team is a group of people in which each member has a role and works collaboratively to achieve a common goal  **Key concepts**   * Function * Responsibility * Connection * Causation   **Related concepts**   * Role * Teamwork * Goal   **Lines of inquiry**   * how some social insects divide the workload. * how people organise themselves within a team in order to accomplish a goal. * why teamwork requires the contribution from every individual in the group. | **Science strand(s)**  Living Things  **Science skills**  a. Observe carefully in order to gather data  d. Identify or generate a  question or problem to be  explored  h. Consider scientific  models and applications  of these models  (including their  limitations) | **The student will be able to:**   * Match the ant with its corresponding duty |

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| **Learning will include the development of the following knowledge, concepts and skills** | | **Possible learning outcomes in**  **science** |
| **Transdisciplinary theme**  **Sharing the planet**  An inquiry into rights and  responsibilities in the struggle  to share finite resources with  other people and with other  living things; communities  and the relationships within  and between them; access to  equal opportunities; peace and  conflict resolution.  **Central idea**  Being aware of the consequences of pollution on the environment helps people make eco-friendly choices.  **Key concepts**   * Form * Responsibility * Causation * Connection   **Related concepts**   * Pollution * Choice * Consequences * Environment     **Lines of inquiry**   * different forms and sources of pollution * the consequences of pollution on the environment * alternative choices that do not pollute the environment * the ways that a 5 to 7 year old child can help the environment | **Science strand(s)**  Earth and space  **Science skills**  a Observe carefully in order to gather data  b. Use a variety of  instruments and tools to  measure data accurately  d. Identify or generate a  question or problem to be  explored  e. Plan and carry out  systematic investigations,  manipulating variables as  necessary | **The student will be able to:**   * Identify different sources of pollution * Identify different forms of pollution * Match the source of pollution with the consequence |